



Field Trip Activities

Ninety Six National Historic Site
P.O. Box 418
Ninety Six, SC 29666
864.543.4068
www.nps.gov/nisi/

Ninety Six National Historic Site Field Trips

At Ninety Six National Historic Site, we are pleased to offer various field trip programs for schools and other groups of visitors. Field trips should be scheduled well in advance. Please call Ninety Six National Historic Site at 864.543.4068 to arrange your trip with Ranger Sarah. Provide the name of the teacher, the school or group name, along with your contact number, the number of students, and their grade level. All groups should be divided into groups of up to 30 students each. We will also need to know your arrival and departure time. We can provide several programs in addition to the movie and self-guided historical trail. All field trip programs can be shortened depending upon the age of the participants. Choose from the field trips options and provide your choices to our ranger so we can best prepare for your visit. Programs may be run by either park rangers or a group's teachers depending upon availability and the number of stations set up for a group's visit. Some programs may be given an overview by park rangers and then teachers and chaperones will take over and assist the students with the program's activities.

Nature Walks

Our park has several options for ranger or teacher-led nature walks. The times given represent a minimum amount of time needed for each walk. Each walk can also be easily shortened for younger children or for groups with time constraints.

Option 1 60 minutes, along part of the paved historical trail and the Island Ford Road

Option 2 45 minutes, along the service road and horse trail

Option 3 90 minutes, along the entire paved historical trail

Colonial Children's Clothes

Students can try on colonial-era clothes and participate in a musical skit using the clothes.
45 minutes

Colonial Children's Games

Stations can be set up for students to rotate through in order to participate in all or some of our 9 colonial-era games, depending on the size of the group and the age of the students.
60 minutes

Cabin Talk

A ranger or volunteer will give a talk and answer questions about the cabin and the lives of backcountry families.
45 minutes

Archeology

A ranger will present information about park archeology in our museum room. The students will then complete an archeology activity in which they conduct a dig to search for Native American and colonial artifacts. We can accommodate up to six groups of students for the activity.

60 minutes

In addition, our movie is available every day and runs for 25 minutes. Our self-guided walking tour is one mile long and takes approximately one hour to complete. We also have available a museum room and a gift shop. Our picnic area is located near the end of the paved path, next to the cabin.

Sample Field Trip Programs

Program 1- up to 60 students, divided into two groups

Group 1

Ranger or teacher-guided historical tour (1 ½ hours)

Picnic lunch-both groups together (½ hour)

Cabin talk, movie, museum, and gift shop (1 ½ hours)

Group 2

Movie, museum, gift shop, and cabin talk (1 ½ hours)

Picnic lunch-both groups together (½ hour)

Ranger or teacher-guided historical tour (1 ½ hours)

Total visit time=3 ½ hours

Program 2-up to 30 students

Colonial Children's Games (1 hour)

Colonial Children's Clothes (¾ hour)

Cabin Talk (¾ hour)

Picnic lunch (½ hour)

Movie, museum, and gift shop (1hour)

Total visit time=4 hours

Program 3-up to 30 students

Nature Walk, Option 1 (1 hour)

Archeology (1 hour)

Movie, museum, and gift shop (1 hour)

Total visit time=3 hours

Program 4- Kindergarten and First Grade

Colonial Children's Clothes (1 hour)

Colonial Games (1 hour)

Lunch (1/2 hour)

Nature Walk (1/2 hour)

Total visit time= 3 hours

Program 5- Second Grade

Movie, museum, gift shop, and cabin talk (1 1/2 hours)

Lunch (1/2 hour)

Ranger or teacher-guided historical tour (1 1/2 hours)

Total visit time= 3 1/2 hours

Program 6- Third Grade

Movie, museum, and gift shop (1 1/2 hours)

Lunch (1/2 hour)

Archeology (1 hour)

Total visit time= 4 hours

Program 7-Fourth and Fifth Grade

Movie, museum, gift shop, and cabin talk (1 1/2 hours)

Ranger or teacher-guided historical tour (1 1/2 hours)

Lunch (1/2 hour)

Archeology (1 hour)

Total visit time= 4 1/2 hours

Activity Materials

Nature Walks

Optional-nature walk or bird watching checklist and pencil for each visitor

Colonial Clothes

Sets of boys and girls clothes

Copy of song for each visitor

Optional-blank paper and pencil for each visitor

Native American Games

Keeper of the Fire-one blindfold and 3 sticks for each group

Pass the Stone-2 colored balls of clay for each group

Hull Gull Handful How Many?-5 popcorn kernels for each player

Rock Game-15 small rocks for each group of two players

Know Your Stone Game-1 stone and 1 blindfold for each player

Stalking Game-1 blindfold for each group

Flinch-1 leather pouch or bean bag for each group

Fox and Rabbit-1 large and 1 small stick for each group

Colonial Games

Button, Button-one large coin or button for each group

Blindman's Bluff-one blindfold for each group

Chuck-Farthing-10 coins and one cup for each group

Hide the Thimble-one thimble for each group

Marbles-one set of marbles for each player

Hopscotch-chalk and a small pebble for each player

Quoits-2 stakes and 2 rings for each group

Cabin

Optional-copy of activity sheet and pencils for each visitor

Archaeology

Tub containing various artifacts, sand, and tools for each group

Checklist and pencils for each visitor

Flag Folding

6 3'x5' American flags

Nature Walk

Ninety Six National Historic Site has many great locations to choose from to take children and adults on a nature walk. One option is to walk along the paved path to Island Ford Road. Then lead the walkers along the unpaved road for a suitable distance, retrace your steps to the paved path, and return to the visitor's center. Option 2 is to start in the parking lot, walk along the service road to the stop sign, turn left, and then turn left again onto horse trail. This turn is just before the highway. Follow the horse trail to the front lawn and then the parking lot. You may want to stop under the big tree on the lawn and encourage students to discuss what they observed along the path. This trail will take approximately 45 minutes to one hour. A third option is to follow the entire paved path while observing natural items. This option will take one to one and one half hours. Choose the length of your walk according to the age of the participants. All walks can be shortened for younger children.

Once you begin your walk, help students observe the details of the natural objects they find along the way. Instead of just pointing out a tree as a single object, help participants observe objects more carefully. Upon closer inspection, they may notice a spider web, a bird building a nest, a cluster of unusual leaves or bark, or even a wasp's nest. Children can be on the lookout for unusual stones or rocks, ant colonies, other animal homes, or footprints. Also, help walkers listen to the sounds that nature makes. Participants can listen for squirrels, chipmunks, insects, birds, or running water. Remind all participants that it is forbidden to remove any natural objects or artifacts from the park, "take nothing but pictures, leave nothing but footprints" is the rule for all visitors.

Sample questions to ask during the nature walk:

- What does the sky look like today?
- What does the ground look like?
- What animals do you see?
- Any there any insects or birds?
- What do the trees look like?
- What colors do you see?
- Is there any traffic nearby?

- Do you hear any birds or buzzing insects?
- Do you see any flowers or vegetable plants?
- Is there any wind today? Can you feel a breeze? Can you hear any wind?
- Pinch some soil between your fingers. Is it sandy? Or does it stick together, like clay?

The time of season of your nature walk can provide additional features for children to observe. Look for wildflowers that are abundant during the spring. Look at their colors, talk about how they are pollinated and why. Knowing names of the flowers is not important, but older children might be interested in knowing the names of plants found in an appropriate guidebook. During the summer, watch and listen for birds and animals. Point out and compare mature plants. Leaves and acorns should be on the ground during the fall season. During a winter walk, you can talk about the changes to the trees and where animals go when it is cold.

Younger children might like to play either of these games during a walk that can be shorter than one for older children.

I Spy

This guessing game starts with player one saying, "I spy with my little eye. . ." and then giving a brief description of something they see (usually one way by which to describe it such as a color or size). As the other players guess incorrectly, Player One may add more details one at a time, until someone makes a correct guess. The correct guesser then chooses the next student who picks an item for all to try guessing.

Name It

Ask the children to name objects they observe, or quiz them about what they encounter on the walk. The questions can be as simple as "Do you see something brown?" to something more complex such as "How many different plant types do you see?" or "Do you see a bird with a blue wing and one with a black wing?"

Older children might like to complete a checklist as they walk through the park. Remind all participants that can look but not take any natural items out of the park with them.

Nature Walk Checklist

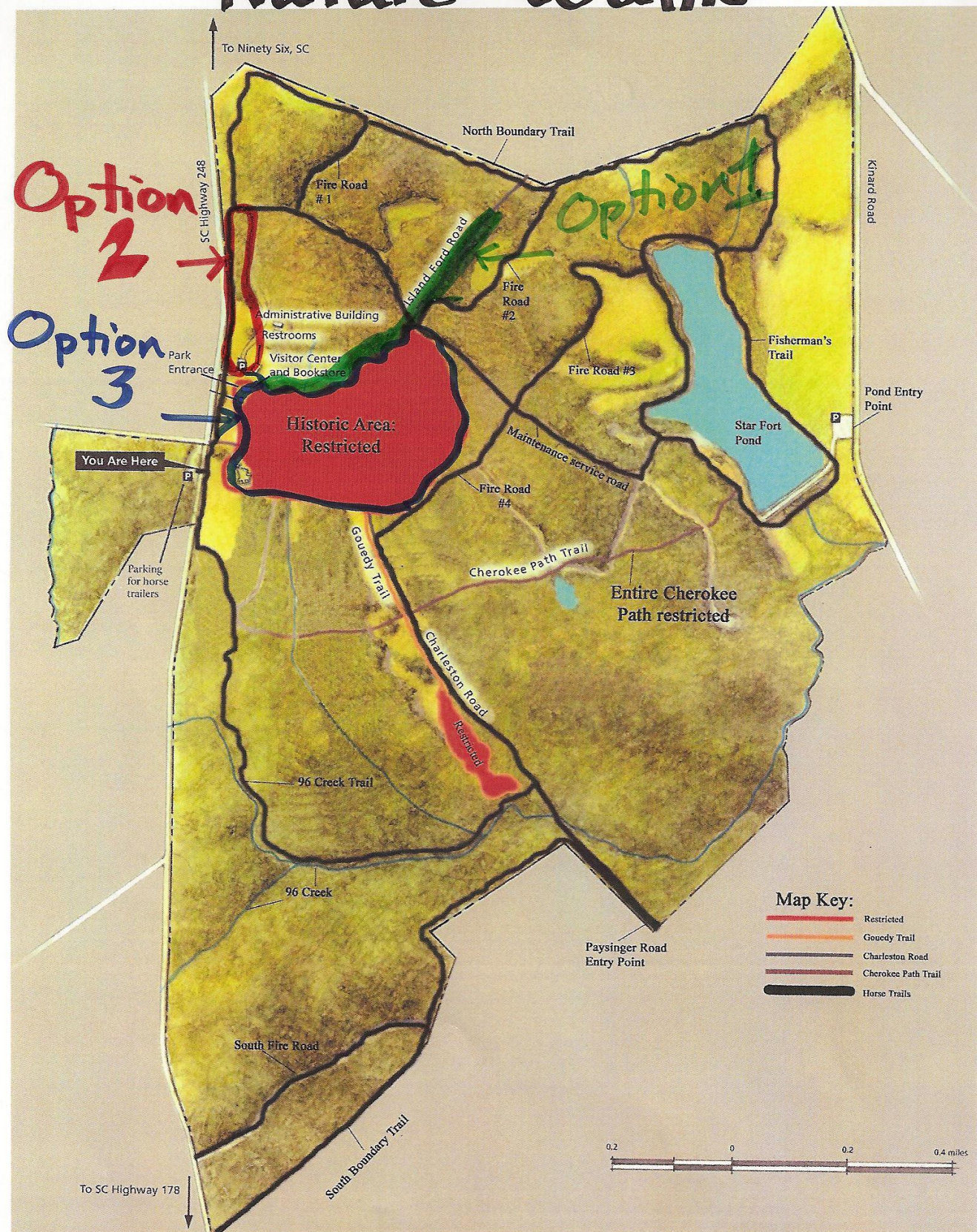
Check off any of these items you see along your nature walk. Remember not to take any of these out of the park with you after your walk.

| | |
|------------|-------|
| ACORN | _____ |
| PINECONE | _____ |
| BUTTERFLY | _____ |
| PARK SIGN | _____ |
| GREEN LEAF | _____ |
| SQUIRREL | _____ |
| RED LEAF | _____ |
| BIRD | _____ |
| WATER | _____ |
| INSECT | _____ |

Describe your favorite nature walk find.

Draw your favorite nature walk find.

Nature Walks



Bird Watching

Walk quietly through our meadows and woods. Ignore the sounds of people. Listen for the sounds of animals. Look closely for birds and their nests. Like all animals, birds need a certain amount of food, water, space, and shelter. A list or inventory of birds observed in an area shows the quality of that environment. An area with a high number of different birds and different species of birds indicates a better environment than an area with fewer birds. Count and record the number of birds you see and hear, plus the number of nests you observe along your nature walk.

Bird Observations

| Birds Heard | | Birds Seen | | Nests Seen | |
|--------------------|---------------|--------------------|---------------|--------------------|---------------|
| Tally Marks | Number | Tally Marks | Number | Tally Marks | Number |
| | | | | | |

Compare your table with other members of your class. Talk about your results. Were you surprised at the number of birds you were able to see or hear? Do you think Ninety Six NHS is a good environment for birds? Why or why not? Continue bird watching at your school and home. See if you notice birds more often after today's bird watching experience.

Ninety Six Wildlife Count

Estimate and then make an actual count of the number of birds and animals you observe in one wildlife spot. Remember birds, spiders, insects, amphibians, mammals, and reptiles all count as wildlife. Find a spot away from all other students. Sit down. Estimate how many different animals you will see and hear in 5 minutes. Share your estimate with your class. Now, sit as quietly as possible. Do not get up and change spots. Ignore all other students. Use your senses to observe wildlife. Use your eyes to look and your ears to listen. Keep count of all the animals you see and hear in 5 minutes. Share your results with your class. Discuss what animals you saw and heard. What types of animals did you see? How many different colors did you see? What sounds did you hear? Did you hear birds? Did you hear any other animals? Were you surprised by how many different animals you observed? Was your estimate accurate? Do you think Ninety Six NHS is a good environment for animals? Why or why not?

Walk Along 96

The text of Walk Along 96 can be used as elementary level background material for informative teacher or ranger-led guided tours of Ninety Six National Historic Site. This nonfiction text of the history of Ninety Six can also be used as reading material for students before their visit to Ninety Six or as a read-aloud at the site to prepare students for their tour along the paved historical path.

Walk Along96





Ninety Six? What kind of name is 96 for a town? Walk along and find out how this beautiful spot in South Carolina got its unusual name, many hundreds of years ago. Find out how many different battles, forts, towns, and people have been here. Find out how Patriots helped win the American Revolution here at Ninety Six.



Since ancient times, Native Americans have used this area as a hunting ground and a trade route. The path still exists today that Cherokees traveled on from the mountains to the ocean. Imagine walking from Keowee to Charles Town, to trade animal skins for cloth, glass beads and axes. Walk along the Cherokee path and imagine hunting for buffalo, rabbits, and deer to feed your family.



Around 300 years ago, Robert Gouedy was one of the first European settlers in the wild backcountry of South Carolina. He ran a successful trading post and farm. His small trading post was 96 miles south of the larger trading post in Keowee. Ninety Six forever became the name for this area. The trail to his home and trading post still exists. Walk along the Gouedy Trail and imagine being the first European to trade with the Cherokee in this wild, backcountry forest.



A bit over 200 years ago, a terrible war broke out. Family members and neighbors fought each other. Some were Patriots, some were British Loyalists. Some even switched sides back and forth throughout the war. Patriots wished to break away from England and form a new country. Loyalists wished to remain a colony of England. In 1775, Ninety Six was the site of the first southern battle of the American Revolution. Walk along inside the stockade walls of Fort Williamson. Imagine you are a member of the Patriot militia inside the fort defending yourself against your Loyalist neighbors.



Walk over the Spring Branch and up to the town of Ninety Six. During the time of the American Revolution, several Loyalist families lived inside the stockade fence that protected the town. Walk along inside the grassy border of the old town of Ninety Six and imagine never knowing when the next battle would happen. Would fighting be just outside your small town, the crossroads of the backcountry of South Carolina?



For about one year, local slaves, along with British Loyalist forces, worked under the hot Carolina sun to build a star shaped fort just north of town. Then one spring day, General Greene and 1,000 Patriots appear, marching toward Ninety Six along Island Ford Road. Loyalist soldiers, under the command of British Lt. Col. Cruger, spend May and June of 1781 defending Star Fort. Loyalists prepare for the attack by trying to dig a well inside the fort, by raising the walls of the fort, by fastening sharpened logs outward from the walls, and by shooting at Patriots advancing in trenches.



Walk along inside the eight pointed star fort, the best preserved earthen fort left from the war. Be sure to not climb the star fort walls. Imagine yourself in the sweltering heat defending yourself and fellow Loyalists. Wonder, like the Loyalists did, if fresh British troops, just off the boat from England, will arrive from Charles Town in time to save you and your fort?



It's the longest siege of the war. Patriots build trenches, a 30 foot high rifle tower, and a tunnel to attack Star Fort. Cannon fire is aimed at the fort. Patriots lay siege to the fort for 28 days, stopping the Loyalists from getting fresh water and supplies. Word of British reinforcements arriving any day force Patriot leader General Greene to attack the fort on June 18, 1781. Walk along the zig-zag trenches and imagine being a sapper, digging trenches out of the hard red clay, all while under enemy fire. Be sure to not walk on or in the trenches.



The battle ends quickly, the Star Fort is too well defended, and the British win. Patriots retreat north along Island Ford road, the British abandon the town and fort a few weeks later. The British commanders decide this region of South Carolina is too costly to defend and retreat to Charles Town. They burn down the town of Ninety Six, leaving the Patriots in control of the South Carolina backcountry. Walk along the rifle tower and the trenches and imagine the bravery of the Forlorn Hope, the first group of Patriots to attack Star Fort.



British Loyalist forces retreat to Virginia, and surrender a few short months later. General Greene and his Forlorn Hope soldiers may have lost the siege of Ninety Six in 1781, but they succeeded in forcing the British out of South Carolina. All just before victorious Patriots won the American Revolution. Walk down Island Ford Road and imagine the bravery of all the soldiers who fought here at Ninety Six.



Even though the height of the Star Fort has been reduced over time, it remains as solid as when it stood strong over 200 hundred years ago. For miles around, the forest takes over the land again. The countryside has been quiet for over 200 years. Walk along and enjoy the now peaceful surroundings. Breathe the fresh air and appreciate your freedoms that were so hard won here at Ninety Six.

Silhouette Cut-Outs

There are many silhouette cut-outs positioned along the paved historic path here at Ninety Six National Historic Site. They represent many of the people who influenced important events of the past. Each one has a sign explaining its importance. Work with one or two partners. See if you can predict which words match each picture before you begin your walk. Then take your matches with you as your class follows the path. Look for each silhouette along the way. Read its sign to see if you predicted correctly. If not, try again to match the words to the pictures.



Before traders, before European settlers, before the American Revolution, before there was a United States of America, Native Americans thrived in this forest. For tens of thousands of years, this path from the ocean to the mountains was used by the Cherokee and other Native Americans. Learn about all these people and events here at Ninety Six NHS.



Cherokee, Wateree, and Creek all used this very land for hunting, fishing, and traveling. Imagine walking from the mountains to the ocean on this path, as Native Americans did thousands of years ago. Imagine hunting in these woods for buffalo, rabbits, and deer to feed your family.



Around 300 years ago, Robert Gouedy was one of the first European settlers in the wild Backcountry of South Carolina. He ran a successful trading post and farm. Gouedy traded cloth, axes, glass beads and other supplies for Cherokee skins. His small trading post was 96 miles south of Keowee. The trail to the site of his home still exists.



During the 1700's, European settlers started to move to the Backcountry, the frontier of South Carolina. Families moved up or down many of the roads that met at Ninety Six. From Charles Towne, on the Charleston Road, it was a six-day horseback ride. Most families lived on small farms. They made their own clothes and grew their own food. Most of the time, the settlers and the Cherokee shared the land peacefully.



In 1775 a war broke out in the colonies. Family members and neighbors fought each other. Some were Patriots and some were British Loyalists. Some even switched sides during the war. Patriots wanted to break away from England and form a new country. Loyalists wanted to remain a colony of England. Most of the soldiers were local militia.



The first southern land battle of the American Revolution happened here at Fort Williamson in 1775. The Loyalists had taken ammunition the Patriots had given to the Cherokee, which lead to a battle between the two militias. The Patriots were inside the stockade fort and the Loyalists were outside. After three days of fighting, a truce was called. James Birmingham, a Patriot militiaman was the first South Carolinian to die in the war. Captain Luper, a Loyalist, also died.



All or most the water for the town of Ninety Six came from the Spring Branch. The job of getting water was left to the women and children. During the siege of Star Fort, the Patriots stopped the British from getting water from the stream. British soldiers may have dressed as women and tried to sneak out of Star Fort in order to get water.

Cherokee Storytelling

"The world is full of stories, and from time to time they permit themselves to be told."

Ancient Cherokee Saying

How the Red Bird Got His Color

Retold by Barbara Shining Woman Warren

Cherokee Words: wolf: wa-ya, raccoon: gv-li, bird: tsi-s-quaa, brown: u-wo-di-ge, red: gi-ga-ge, red bird: to-tsu-wa

Raccoon loved to tease Wolf. One day Raccoon teased Wolf so much that Wolf became very angry. Wolf began to chase raccoon through the woods. Raccoon, being the clever animal that he is, kept ahead of Wolf. Raccoon came to a river. Instead of jumping in the river, he quickly climbed a tall tree and peered over a branch to see what Wolf would do next.

When Wolf came to the river, he saw the reflection of Raccoon in the water. Thinking that it was Raccoon, Wolf jumped in and tried to catch him. Wolf continued to search for Raccoon for such a long time that he became so tired he nearly drowned. Finally, tired and exhausted, Wolf climbed up the river bank and fell fast asleep. After a while, Raccoon quietly climbed down the tree and slipped over to the sleeping Wolf. While Wolf slept, Raccoon began to plaster the eyes of Wolf with mud. Then when he had finished, Raccoon ran off through the woods laughing to himself thinking of the clever trick he had played.

Later, Wolf woke up. He began to whine, "Oh, someone please help me. I can't see. I can't open my eyes." But no one came to help him. At long last, Brown Bird heard the cries of Wolf. He flew over to Wolf and landed on his shoulder. He said, "What's the matter Brother Wolf? Can I help you?" Wolf cried, "I can't open my eyes. Oh, please help me to see again." Brown Bird said, "I'm just a little brown bird but I will help you if I can." Wolf said, "Brown Bird, if you can help me to see again, I will take you to a magic rock that oozes red paint. We will paint your feathers red." Brown Bird began pecking away at the dried mud on the eyes of Wolf. Soon Wolf could open his eyes again. True to his promise Wolf said, "Thank you, my brother; now jump up onto my shoulder." Away they ran through the woods to the rock that oozed red paint. When they came to the rock, Wolf reached up and plucked a twig from a tree branch. He chewed the end of the twig until it was soft and

pliable like the end of a paint brush. Then he dipped the end of the twig into the red paint and began to paint the feathers of Brown Bird.

When all of his feathers were red, Red Bird flew off to show his family and friends how beautiful he was. That is why, from that day to this, you can see Red Bird flying around the woods in Cherokee country.

Why the Rabbit Has a Short Tail

Retold by Barbara Shining Woman Warren

Cherokee Words: Rabbit: tsi-s-du, Fox: tsu-la, Fish: a-tsa-di

Back when the world was young, rabbit had a very long bushy tail. In fact, his tail was longer and bushier than the tail of fox. Now rabbit was very proud of his tail and he was constantly telling all the other animals about how beautiful his tail was. One day fox became so tired of hearing Rabbit brag about his tail that he decided to put an end to the boasting once and for all.

The weather was getting colder. One day it finally became so cold that the waters in the lake and streams froze. A few days later, fox went down to the lake carrying four fish. When he got to the lake, he cut a hole in the ice. He tied those four fish to his tail, then sat down and waited for rabbit to come.

Soon rabbit came hopping over the top of the ridge. When fox saw rabbit, he quickly dropped his tail into the cold water. Rabbit hopped right up to fox and said, "What are you doing, Fox?" fox answered, "I'm fishing". And rabbit asked, "With your tail?" fox replied, "Oh yes, that's the very best way to catch the most fish."

Rabbit said, "How long you been a fishing?" Fox lied and said, "Oh, only about fifteen minutes." Rabbit asked, "Have you caught any fish yet?" Then Fox pulled up his tail, and there were those four fish hanging on it. Rabbit asked, "What do you plan to do with the fish you catch?" Fox said, "Well, I figure I'll fish until I catch enough fish to take to the Cherokee Village and then trade them in for a pair of beautiful tail combs. There is only one set of tail combs left and I really want them." Fox could see that Rabbit was thinking. Rabbit thought to himself, "If I fished all night long, I bet I would have enough fish by morning to trade at the Cherokee Village. Then I could get those tail combs for myself."

Fox said, "It's getting late and I'm cold. I think I'll come back and fish some more in the morning. See ya, Rabbit." Then Fox loped off over the top of the ridge. As soon as Fox

was out of sight, Rabbit dropped his tail down into the icy water of the lake. Brrrrr, it was cold! But Rabbit thought, "Oh, no. I want those tail combs more than anything." So he sat down on the hole in the ice and fished all night long.

Soon after the sun came up, Fox loped over the top of the ridge. He ran right up to Rabbit. He said, "What are ya doing there, Rabbit?" The teeth of Rabbit began to chatter. "I'm fffissshing, Fffox." Fox asked, "Well have you caught any fish?" Rabbit started to get up but he found he couldn't budge. He said, "Fffox you've ggott to helppp me. I'mmm sstttuck." So Fox, with a big smile on his face walked behind Rabbit. He gave Rabbit one mighty big shove. Rabbit popped out of that hole and landed clear across the other side of the lake. But his tail was still stuck in the frozen water. And that's why from that day to this, Rabbit has such a very short, short tail.

What do you think each tale teaches children? What were children supposed to learn after hearing each story? Why do you think some of the animals in these stories are called tricksters? How does this tale explain why rabbits have short tails now? How does this tale explain why some birds are red now?

Share your own story by telling your personal memory of a place or person to which you feel especially connected. Think about a place where you have had a wonderful experience. Think about all your senses. Remember what you heard, saw, felt, touched, and maybe even tasted there. Think about a person who you have experienced a special time with. Share your story with a partner or the whole group. Give your complete attention to each storyteller as they tell their story. When you get back to school, write and illustrate the story you created here today.

The Two Wolves

"One evening an old Cherokee told his grandson about a battle that goes on inside people. He said, "My son, the battle is between two wolves inside us all. One is Evil. It is anger, envy, jealousy, sorrow, regret, greed, arrogance, self-pity, guilt, resentment, inferiority, lies, false pride, superiority, and ego.

The other is Good. It is joy, peace, love, hope, serenity, humility, kindness, benevolence, generosity, empathy, truth, compassion and faith." The grandson thought about this for a minute and then asked the grandfather, "Which wolf wins?" The old Cherokee simply replied, "The one you feed."

Discussion Questions:

What does this story teach children? Why would a grandfather tell this story about two wolves to his grandson? When the grandfather says the wolf who is fed is the winner, what does he mean? Which wolf do you think the grandfather wants his grandson to feed? Which wolf should you feed? How could you feed the good wolf?

Why the Turkey Gobbles

In the old days, Grouse had a good voice and Turkey had none. Therefore Turkey asked Grouse to teach him. But Grouse wanted pay, so Turkey promised to give him some feathers for a collar. That is how the Grouse got his collar of turkey feathers.

So the Grouse began to teach Turkey. At last Grouse said, "Now you must try your voice. You must halloo." Turkey said, "Yes." Grouse said, "I'll stand on this hollow log, and when I tap on it, you must halloo as loudly as you can." So Grouse climbed upon a log, ready to tap on it, but when he did so, Turkey became so excited that when he opened his mouth, he only said, "Gobble, gobble, gobble. "That is why the Turkey gobbles whenever he hears a noise.

Discussion Questions:

Why did Turkey ask Grouse for help? What pay did Grouse receive? What did Turkey learn? What happened when Turkey stood on the log? What does Turkey say whenever he hears a sound? What does Grouse say when he hears a sound?

How Rabbit Stole Otter's Coat

Long ago the animals had coats of many different colors and textures. Some had long hair and others had short hair. Some had lovely, decorated tails, but others had no tails at all. One day, a quarrel began between some of the animals because each thought his or her coat was the best looking. They called a council to determine which had the prettiest coat of all.

Some said that Otter had a very fine coat, indeed, but no one knew for sure because they hardly ever saw him. They sent for Otter who lived far away up the creek and seldom came to visit, but they were certain he would come if he was invited.

Rabbit wanted to win the contest. So always being the Trickster, he decided to figure out a way he could trick Otter out of his coat. He asked around until he learned the trail Otter would take to get to the council meeting, and secretly he went ahead on the journey which took four days until he met Otter.

As soon as Rabbit saw Otter, he saw that Otter's coat of soft, brown fur was, indeed, the most beautiful coat to be found among any of the animals, so he resolved to get it.

When Rabbit saw Otter, he said in his most friendly manner, "I am so glad to see you! The council members sent me to accompany you to the meeting because you live so far away and they were afraid you would get lost."

Otter thanked Rabbit, and together they traveled all day toward the council ground. That night, Rabbit chose a resting place, knowing that Otter was a stranger to the area. In the morning, they continued their journey. In the afternoon, Rabbit began to pick up wood and bark which he placed on his back.

"Why do you pick up wood and carry it on your back?" Otter asked him.

"I wish for us to be comfortable and warm when we stop tonight," Rabbit replied, and that evening the two stopped and made camp for the night.

After supper, Rabbit took a stick and whittled it down to form a paddle. Otter asked him, "What are you doing that for?"

"I have good dreams when I sleep with a paddle under my head," Rabbit said.

After whittling the paddle, Rabbit began to cut down the bushes and clear a trail down to the river. Again, Otter questioned Rabbit about what he was doing.

"Sometimes it rains fire in this place," Rabbit answered, "and the sky looks as though it might do that tonight. Go to sleep, and I will stay awake and watch. If the fire comes, I can shout for you to jump up and run into the river."

So Otter went to sleep, and Rabbit stayed awake. After a while, the campfire burned down to embers.

Rabbit called to Otter, but he was sound asleep and did not answer. Again Rabbit called to Otter, but Otter did not budge, so Rabbit filled the paddle with red hot embers, threw it into the air, and called out,

“It’s raining fire! It’s raining fire!” The embers fell all around Otter, and he jumped up and ran to the river, where he has lived ever since.

Rabbit took Otter’s coat and put it on, leaving his own behind. When Otter appeared at the council, the animals were so glad to see him, but Otter kept his head down in shame with one paw over his face.

The animals wondered why Otter was so bashful, and when Bear pulled Otter’s paw away from his face, he saw that Rabbit was wearing Otter’s coat.

Bear hit at Rabbit and tried to catch him, but he only managed to pull off Rabbit’s tail before Rabbit got away. That is the reason Rabbit now has only a little short stub of a tail.

Discussions Questions:

What do you think this tale teaches children? What are they supposed to learn? Why is Rabbit called a trickster? How does he trick Otter out of his coat? Why does he want Otter’s coat? What does it mean that Otter is bashful now? How did Rabbit end up with a short tail?

Native American Games

Games were a vital part of Native American life. Some games were for children only, women only, or men only. Some games were open to all. Sharp listening skills and the ability to use their five senses as they walked quietly through the woods helped Native Americans survive in the wilderness. Many games also help children practice cooperation and social interactions. Games played by Native American children helped them practice all of these important skills. Winners of games were highly respected. Try playing some of these games with your class.

Keeper of the Fire

Materials-One blindfold and 3 sticks

The “chief” (your teacher) will place the wood in front of the Fire Keeper, who is seated on his or her knees, hands on lap, and blindfolded. The rest of the players, the Wood Gatherers, will be seated a short distance away. The chief declares, “Wood Gatherers, we need wood!”, and points to one of the Wood Gatherers. It is their job to quietly creep up on the Fire Keeper and steal his wood without being detected and tagged by the Fire Keeper. One point is scored per wood piece collected. Wood gatherers may not “rush” the Fire Keeper, as the object is stealth, and the Fire Keeper may only remove their hand from their lap to attempt to tag a Wood Gatherer. When the Wood Gatherer’s turn is finished, he or she may play the role of the Fire Keeper. Continue the game until everyone has a chance to play both parts, Fire Keeper and Wood Gather. This game is best played by small groups of 5-6 students.

Pass the Stone

Materials-2 different colored balls of clay

Sit in a circle. The first student holds two clay balls. One ball is passed to the next student on the right without letting the student see the color of the clay ball. If the receiving student guesses the color correctly, they receive both clay balls. They then pass one ball to the right. The game continues around the circle. Whenever a receiver guesses the incorrect color, they leave the circle. The game continues until only one player remains. This game emphasizes cooperative play, and is best played by small groups of students.

Hull Gull Handful How Many?

Materials-5 popcorn kernels per player

Each player receives 5 popcorn kernels. All students mingle in a small area. The first player puts 0-5 kernels in their hand, holds out their hand with kernels hidden in it, and asks another player, “Hull Gull handful how many?” That player must then try to guess how many kernels the first player is holding in their hand. If they guess correctly, the guesser gets that amount of kernels. If the guess is incorrect, the guesser must give the person holding the kernels the difference between his guess and the actual amount. For

example, If Wyatt holds 3 kernels and Nicholas guesses 5, Nicholas must give Wyatt 2 kernels. Then they continue the game with others in the group. A player who loses all their kernels, may still play. They can win back kernels by making someone guess how many they have in their hand. The winner is the player who holds the most kernels at the end of the game.

Rock Game

Materials-15 rocks for each group of partners

The rocks are set up in rows of 5, 4, 3, 2, & 1.

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Two players take turns removing rocks. They can remove as many rocks as they want each turn, but can only remove rocks from one row on each turn. The player who is left with the last rock loses. This game tests planning skills and cleverness.

Know Your Stone Game

Materials-one stone and one blindfold per player.

Each player is given one stone and given a minute to look at it and feel it. Try to feel the details of your stone. All the stones are then collected by your teacher. All players get in a circle and are blindfolded. The stones are passed in one direction, around the circle, so everybody gets to touch every stone. If a stone comes to them that they believe is theirs, they should keep it. All other stones should be passed on in the correct direction to the next person. If everyone remembers their stone, there will not be any leftover stones at the end. The game helped Native American children use their sense of touch and to pay attention to details.

Stalking Game

Materials-one blindfold for each group of 5-6 students

Players sit in a large circle on the ground facing the center. A blindfold is then put on one player in the circle. The blindfolded player must remain seated at all times, with legs crossed. Another player, the stalker, in the circle must attempt to approach the blindfolded player and gently touch him/her before he/she touches the stalker. Whoever touches the other first wins that round. The stalker should go slowly and quietly as possible, so the blindfolded player cannot tell which direction the stalker is coming from. The blindfolded

player cannot just wave their hands around in front of them. They need to be listening for where the stalker is coming from. Observers in the circle must be as quiet as possible and not do anything to distract the players. Players take turns being blindfolded and being the stalker

Flinch

Materials-one leather pouch or bean bag

Players stand in a circle with arms out and crossed so that fingertips touch opposite elbows. The thrower (the teacher) starts in the middle of the circle. They throw or pretend to throw the pouch to someone in the circle. If it is thrown, the player it is thrown to must catch it. If they drop it, they are out and must sit down. If it is faked, the player may not move at all. If they do, they are out and must sit down. The game is played until there is one person left. This person is considered the bravest and if time allows, can be the thrower in the next round. Honesty and bravery are the main points of this game. There is no arguing about in or out in this game.

Fox and Rabbit

Materials-two sticks, one large and one small.

Have an even number of players sit in a circle. Players count off by twos. All the “ones” are rabbits and all the “twos” are foxes. The foxes pass the bigger stick around the circle. Only the foxes can touch the fox stick. The rabbits pass the small stick around the circle. Only the rabbits can touch the rabbit stick. The idea is for the fox stick to try to catch up to the rabbit stick. The rabbits try to keep their stick away from the fox stick. The sticks can be passed in any direction at any time, but may not be thrown across the circle. The sticks have to be passed to the fox or rabbit closest to either side of them. No one should hold a stick more than a few seconds. Play until the rabbit stick is caught. If time allows, switch sides and play again. This game was played to improve strategy and teamwork skills.

Colonial Clothes

Girls and boys wore the same type of clothes until they were about five to seven years old. All children wore a gown or shift, and a cap as their baby clothes. Toddlers wore a gown with strings sewn into the back so older children and adults could catch them if they were falling. As they were getting older, girls started dressing like their mothers and boys started dressing like their fathers. You either wore baby clothes or adult clothes; there were no clothes just for children.

Girls always wore a cover over their hair. They could wear caps and a hat or hood over the cap. Girls and women wore many clothes at a time. They wore a shift to sleep in and then would put their clothes on over it in the morning. Layers of clothes included stockings, petticoats-up to 4 or 5, a stay, short gown (shirt or blouse) a modesty piece, an apron, one or two pockets, and a cap. Pockets were not sewn into clothes like they are now. They were small fabric pockets that were tied on with a string.

Women and girls wore stays (or corsets). In addition to insuring that a young girl's back would be straight; stays provided support to the back when girls and women were carrying heavy things such as children, milk buckets, cast iron cooking pots, and firewood. Girls started wearing stays when they started dressing like the adult women in the family.

Boys wore the same baby clothes as girls, a gown, and a cap. Boys often started dressing like grown-ups a few years before girls did. When boys were "breeched," they were given knee-length breeches (pants) to wear instead of a long gown. Most boys dressed like their fathers, in breeches, a shirt, a waistcoat (vest), and a frock or coat. Most coats were made of cloth or leather that was closed using buttons or a belt. Long hair was the fashion for colonial boys.

Colonial Children's Clothes Activity

Reproduction clothes for boys and girls are available for students to try on. Additional clothes can also be found inside the traveling trunk maintained by the park. You will find clothes like those that colonial children might have worn. One boy's outfit consists of breeches, a hunting shirt, and a work hat. Another boy's outfit best matches what a boy should put on during the song activity. This outfit consists of a hat, waistcoat, pants, with a work shirt to put on first. The boys can act out putting on boots. The two girl's outfits consist of a petticoat, short gown (shirt), apron, pockets, and a cap.

Let the children take turns carefully trying on the clothes. Ask the students to talk about how different the clothes are from the clothes children wear today. Discuss how hot or cool the clothes would be if you were playing outside in the summer. Would you be warm enough in the winter? Would you be comfortable wearing these clothes all year round? Think about how easy or hard these clothes would be to keep clean, remembering you probably would only own one set of clothes. An optional activity is to have students sing the song, *Soldier, Soldier, Will You Marry Me?* while one boy puts on each item of clothing. Copies of the song are available.

After the children are done trying on the clothes, another optional activity is to illustrate the differences between modern and colonial clothes. Students will need pencils and plain white paper to draw their clothes and colonial clothes. Children can fold their paper in half. On one side, they can draw and label their modern clothes. On the other side, they can draw and label either a boy's or girl's colonial outfit. The children can share their illustrations with the group.

Soldier, Soldier Will You Marry Me?

This colonial era song is a fun way to introduce clothes that a colonial soldier would wear. One girl, along with the rest of the students, can sing to one boy. The boy then puts on each item of clothing. He can act out putting on each item or actually put on the clothes.

Girl: Soldier, soldier will you marry me,

With your musket, fife and drum?

Boy: Oh, how can I marry such a pretty girl as you,

When I have no hat to put on?

All: Off to the haberdasher she did go,

As fast as she could run,

Bought him a hat, the best that there was,

And the soldier put it on.

Girl: Soldier, soldier will you marry me,

With your musket, fife and drum?

Boy: Oh, how can I marry such a pretty girl as you,

When I have no coat to put on?

All: Off to the tailor she did go,

As fast as she could run,

Bought him a coat, the best that there was

And the soldier put it on.

Girl: Soldier, soldier will you marry me,

With your musket, fife and drum?

Boy: Oh, how can I marry such a pretty girl as you,

When I have no boots to put on?

All: Off to the cobbler she did go,

As fast as she could run,

Bought him a pair, the best that was there,

And the soldier put it on.

Girl: Soldier, soldier will you marry me,

With your musket, fife and drum?

Boy: Oh, how can I marry such a pretty girl as you,

When I have no pants to put on?

All: Off to the tailor she did go,

As fast as she could run,

Bought him a pair, the best that was there,

And the soldier put it on.

Children's Colonial Games

Colonial children who lived in the Backcountry of South Carolina did not have much time for games or own many toys. Most of their days and nights were spent doing chores around the house and family farm. But when their work was done, children of long ago played many of the same games you and your friends still play. Just as today, girls played with dolls, although theirs were most often made out of cornhusks or rags. Boys played with popguns, wooden dominoes, tops, horseshoes, and kites. Other toys played with during colonial times included marbles, hoops (to roll), jacks, and drums. Children also played a game called Jackstraws, played like modern day Pick-Up Sticks, quoits-- a ring toss game, and tag. Checkers were played with the same rules as today, but using dark and light stones for the game pieces.

Some games children played long ago may be new to children of today. Try playing some of these colonial games with park visitors. Most of these games can be played with elementary age students in groups of ten to fifteen students. Younger students will need smaller groups. Several game stations can be set up according to the number of students participating.

Button, Button

Materials-one large button or coin

All players sit in a circle with hands closed. One player takes a button or coin and goes around the circle, tapping the closed hands of each player, pretending to give each player the button. While this player goes around the circle, they say "Button, button; who's got the button?" This player hides the button in one player's hand. Each player gets a turn to guess who has the button. The player who guesses correctly becomes It and gets to hide the button. Continue the game until every player gets a turn to hide the button.

Blindman's Buff

Materials- one blindfold

One player is blindfolded and becomes Buff. This player is led into the center of the room or outside area. This verse is recited by all players:

Players: "How many horses does your father have?"

Buff: "Three."

Players: "What colors are they?"

Buff: "Black, white, and gray."

Players: "Turn about, and turn about, and catch whom you can!"

Buff turns around three times and tries to capture any other player, who then becomes the next Buff. All players warn Buff of any objects in his/her way during the game.

Chuck-Farthing (Pitching Pennies)

Materials- 10 pebbles or coins for each player and one cup or container

The players use pebbles or coins (pence) to pitch in a cup on the ground or floor. The player who gets the most in the cup is the winner. The winner can keep all of the pebbles or coins. Before playing this verse can be recited:

As you value your pence

At the hole, take your aim

Chuck all safely in

And you'll win the game.

The verse has a moral to teach children the value of being careful and observant.

Chuck-Farthing like trade,

Requires great care.

The more you observe

The better you'll fare.

I Spy

One player is It. This player leans against a tree, closes his/her eyes and counts to one hundred. All the other players hide. It opens his/her eyes and searches for the other players. When It finds another player, It runs to the tree and touches it three times while saying, "One, two, three for (name of found player)." The found player will be safe if he/she can reach the tree first and say, "One, two, three for myself." The found player otherwise becomes It.

Hide the Thimble

Materials-one thimble or other small object

One player hides a thimble or other small object in a small outside area or room. It should be visible but somewhat hidden. All of the rest of the players search for the thimble. When a player sees the thimble, he/she says, "Rorum, torum, corum." and sits down. The rest of the players keep searching. After each player finds the thimble and sits down, they can help the searching players by calling out clues such as "You are hot." or "You are freezing." The last player to find the thimble hides the thimble for the next game.

Marbles

Materials-one large marble and several small marbles for each player

One type of marble game starts when a larger marble, called a shooter or taw, is launched by your thumb from your palm at the smaller marbles in a circle on the ground. The taw wins the marbles driven out of the circle.

Another form of the game is when players shoot or roll marbles from a good distance away from the circle. A target is in the middle of a circle and the players try and shoot the target. Sometimes the target is a larger marble. All marbles that fail to hit the target become the property of the player that rolled the target marble in the middle of the circle at the start of the game.

Hopscotch

Materials-chalk and a small rock for each player

It is a game that is played with a small rock that you throw onto a line of large squares drawn on the ground. The squares are connected to each other by having a common line. There are different patterns for the squares so you can play different kinds of hopscotch. Once you toss your rock on the first square, you hop through the other squares in a pattern, only on one foot. Either foot may be used. You have to straddle the side by side squares and then go back to one foot. When the player gets to the end of the pattern, they turn around and hop back in the same manner. Once they reach their rock, they bend over and pick it up and continue hopping until they reach the starting line. If at any time while hopping the player steps on a line or goes outside a square, their turn ends and the next time they start over. If the player is successful going up and back, they continue playing by tossing their rock to the second square and start hopping. The first player to finish the course using all the numbered squares wins.

Quoits

Materials-2 hobs or stakes, and two rings for each player

Quoits is a game played like horseshoes, with two stakes and rings to toss at the stakes. First drive two stakes or hobs into the ground. The hobs are the target for the rings. The players take turns throwing the rings at the hobs, the object being getting the rings on the hobs. Each player gets two turns, the player closest to the stakes is the winner.

Hoops

Materials-large hoop and a stick for each player

Children roll large hoops with either their hands or a stick to see who can roll the hoop further.

Colonial Cabin

A volunteer or ranger will open the cabin for the group and give a talk about the structure of the cabin and how it was made. This talk can also include information on the household items on display, including a discussion about how each item was used. The volunteer or ranger can answer any questions the group may have.

Discussion questions can include some of the following:

How does this cabin compare to your house? Is it larger or smaller? How many rooms does your house have? How many does this cabin have?

Do you have a cow or other farm animals living next to your house?

Let's talk about how colonial houses in the backcountry of South Carolina compare with modern houses in this area. How are the two types of houses the same and different?

An optional activity is to allow children to draw their own house and the log cabin.

Log Cabin

How does this log cabin compare to your house? Is it larger or smaller? Think about how they are alike and different. Draw both the log cabin and your house.

Log Cabin

Your House

Enlist!

What else can you do but enlist? You have no money, no job skills, not even any schooling. You don't know how to read and write, not even your name, no one in your family does. The only book in your house is the old family bible. You grew up doing chores on your family farm, but with all the children in the family, the farm is not big enough to support all of you now. There is not even enough family land for you to start your own farm. Your only clothes are a worn out set of homespun your mother and sisters made. It's time to start your new life. Bring what you can carry. A wooden canteen and what few supplies your linen haversack holds-eating utensils, flint and tinderbox, fishhook and twine, dice, playing cards and jaw harp. It's all you own in the world.

You do believe in the Patriot's cause. The colonists should not have to pay taxes to the king. We in the colonies should have our government and our own laws. British, Native American, German, and African colonists are all needed to fight. All of us need the Redcoats to leave! Let's send the English soldiers back home to England! Join together to fight for our rights! Enlist in the American Continental Army, it's the right thing to do.

Continental Army Enlisted Soldier's Oath

First, swear your allegiance to the new army.

"I (your name) have, this day, voluntarily enlisted myself, as a soldier, in the American continental army, for one year, unless sooner discharged: And I do bind myself to conform, in all instances, to such rules and regulations, as are, or shall be, established for the government of the said Army.

Continental Army Enlisted Soldier's Daily Ration

Next, pick up your rations from the quartermaster.

- 1 pound beef or pork
- 1 pound bread or flour
- 1 pint peas
- a little salt
- a little butter
- an ounce of vinegar

Also, pick up a cooking kettle with large cooking forks and spoons and a water bucket. Share these with the other soldiers in your patrol. From home you have your own plates, wrought iron forks, horn spoons, knives, and cups. Be careful with soap, each week 100 soldiers must share 8 pounds of soap. Carry all your supplies in your haversack.

Continental Army Enlisted Soldier's Uniform

You are lucky the army has enough money for uniforms right now. Your Continental uniform is ready for you to put on. If new soldiers enlist when the army is short of money, they will have to wear their own clothes. Around camp everyone will wear hunting shirts and trousers.

- leather shoes
- woolen stockings
- cotton trousers for the summer
- woolen trousers for the winter
- dark blue and white woolen coat for infantry and dark blue and red for artillery
- waistcoat or vest
- cotton or linen shirt
- tri-corn hat

Since you are a soldier of the 1st Regiment of South Carolina, you wear a black leather hat with "Liberty or Death" stamped on the front. We must all remember the brave soldiers who won the battle of Fort Moultrie on Sullivan's Island in 1775. Be glad you have a blue uniform. During your first battle, after musket smoke fills the air, you will need to be able to tell your fellow soldiers apart from your enemy, the British army, with their bright red coats.

Pick up your one wool blanket and a small tent to share with 4 other soldiers. Only you and your other enlisted soldiers depended on the quartermasters to give you equipment and food. Officers must supply all their own food, weapons, and uniforms.

Continental Army Enlisted Soldier's Weapons

Gather up your weapons. Enlisted soldiers use

- a smooth bore musket
- bayonet
- cartridge box with rounds of ammunition
- flints and a musket cleaning tool

Continental Army Enlisted Training

While in camp, you might complain about the constant drilling and training. But training each day will give the Continental army a better chance for victory during the next battle. You and your fellow soldiers will practice marching and shooting. You already are a good shot, but you must learn to follow orders and fire on command. With training and practice the best sharpshooters will learn to fire a musket 3-4 times per minute. Muskets are not accurate weapons but you can learn to hit the enemy from about 80-100 yards away. Most armies now line up against each at close range and all soldiers from both sides fire several

times and then try to advance through gaps in the other line. The faster your army can fire and reload the better chance for victory. The smoke from the black powder weapons fills the air at the start of each battle. Try not to be confused during your battles. Follow the commands of your officer. If the British charge with bayonets, be ready to stand and fight or retreat upon order of your officers. Your attack may cause the British soldiers to flee in retreat or surrender. Be courageous; remember many battles of American Revolution lasted less than 30 minutes.

History of the Williamson Fort

The first southern land battle of the American Revolution occurred at this fort in the winter of 1775. That October, a wagon loaded with ammunition was sent to the Cherokee as a present from the Council of Safety. The Patriots' Council did not want the Cherokee to side with the Loyalists so the gift was a token of their friendship. Since before the war, the Patriots and Cherokee had been trading partners.

Once the shipment reached the town of Mine Creek, a group of Loyalists captured the wagon with all the ammunition inside. The Loyalists were suspicious of both the Cherokee and the Patriots. Each side wanted the Cherokee on their side during the war. Both the Loyalists and the Patriots would soon start fighting over the ammunition shipment.

On November 19, 1775, the conflict reached a head. It was at the town of Ninety Six that the battle started. For several days, Loyalists and Patriots fought at the fort. Under Patriot leaders Major Andrew Williamson and Major James Mayson, the army constructed a hastily made stockade fort to keep the Loyalists away from the town. They chose an old plantation field owned by John Savage that was just outside the town. This field was high on a hill west of the town's courthouse. Soon Loyalists lay siege to the fort. They had three times as many men as the Patriots had inside the fort. This army of Loyalists was under the command of Major Joseph Robinson and Captain Patrick Cunningham. After three days, the battle ended in a truce.

During the battle casualties were few. Captain Luper, was the only Loyalist to die in this battle. The first South Carolina Patriot to die in the American Revolution and the only one to die during the battle was James Birmingham. He was a member of the Long Cane Militia commanded by Andrew Pickens. James Birmingham's body was found inside a burial pit inside the fort in 1972. His remains revealed he had a large pocket knife by his side. Other metal pieces of his uniform were found. Brass coat buttons were found near the center of the skeleton along with pewter buttons near his ribcage. The musket ball that killed him was still in his skull.

Nearly six years later, fighting broke out again at the stockade fort, now renamed Holmes Fort. The fighting was part of the siege of Ninety Six and the Star Fort north of the town of Ninety Six. The backcountry of South Carolina was the location of the first and one of the last southern battles of the American Revolution.

Wonder if you would have been a Patriot or a Loyalist during the time of the war. Walk along inside the reconstructed stockade walls and imagine what it must have been like to fight against your neighbors many years ago. Be sure not to climb on the walls or walk in the ditch.

History of Williamson Fort Discussion Questions

What were the dates of the battle?

Who was the only Patriot casualty?

What state was he from?

Who were the Loyalist commanders?

Who was the Loyalist that died?

Which side did the Loyalists fight for?

Which side did the Patriots fight for?

Which side started the battle at the Williamson fort?

Who were the three groups involved in the dispute over ammunition?

Which side was Major Williamson on?

Which side had the most men in the battle?

How did the battle end?

Which side would you have been on, Patriot or Loyalist? Why?

The History of the Williamson Fort

Name _____

Answer the following questions about the History of the Williamson Fort passage.

1. What were the exact dates of the battle of 1775?

2. Who was the only Patriot casualty? What state was he from?

3. Who were the Loyalist commanders? Which side did they fight for?
Who was the Loyalist that died?

4. Which side started the battle of the Williamson Fort?

5. There were three groups of people listed in the first paragraph. List all three groups.

6. Why do you think the Patriot army leaders chose an old field outside the town and not some spot inside the town?

7. Which side was Major Williamson on?

8. Which side had the most men in the battle?

Revolutionary War Timeline

The dates and events are mixed up. Draw lines to match up the correct dates and events.
Put the events in order on the timeline.

| | |
|----------------|--|
| October, 1781 | General Greene takes command of the Continental Army |
| October, 1780 | Patriot victory at King's Mountain, SC |
| June, 1781 | British surrender at Yorktown, VA |
| December, 1780 | British victory at Ninety Six |

|_____||_____||_____||_____||

Revolutionary War Timeline Key

| | |
|----------------|--|
| October, 1780 | Patriot victory at King's Mountain, SC |
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Archeology Background

Many of the architectural details known about Ninety Six National Historic Site have been revealed through historical archeology. Historical archeology is the study of the material remains of past societies that also left behind some other form of historical evidence. Historical archeology differs from prehistoric archeology in that it uses historical documents and often adds important new information allowing for more accurate and complete historical accounts.

The first archeological work at what would later become Ninety Six National Historic Site began in 1961. William Edwards explored the area around Star Fort and the Ninety Six Village Jail. Extensive work was subsequently carried out by Stanly South, Michael Rodeffer and Stephanie Holschlag, and Ellen Ehrenhard. The last of this extensive research was completed in 1985. Since then, the only archeological investigations that have been completed have been small projects.

Photographs and maps of five of our excavation sites are displayed on our archeology exhibit in the museum. Many of the items found by archeologists at Ninety Six are also displayed in this room. Artifacts displayed on the gold cloth were found here. Native American trade items from the time of Robert Gouedy's trading post include pottery shards, brass pins, and a thimble. Artifacts from early settlers include clay pipes, many bone buttons, handmade bricks, and a slave made bowl. A stirrup and lead musket balls were excavated at Ninety Six that date back to the time of the Cherokee War. The soldiers that fought during the twenty-eight day siege of 1781 left behind many of their possessions. In our display case are many of their buttons, badges, swords, along with several cannon and musket balls found during excavations conducted on our site.

Archaeology Activity

A scientist who studies the past by digging up and studying artifacts is an archaeologist. An artifact is different from a fossil. A fossil is the remains of living things, while an artifact is all or part of an object that was made by people. Artifacts can be buttons, bricks, dishes, arrowheads and bits of clothing. Archaeologists use artifacts to try to determine how people lived long ago. Tools that are useful to these scientists include brushes, spoons, sieves, pickaxes, and trowels. These tools are necessary because many layers of dirt covers the objects left behind by people so many years ago.

Many different groups of people have lived here at Ninety Six. Native Americans used this area as a hunting ground for thousands of years. They also traveled through the backcountry on a trail now called the Cherokee Path, which went between Charleston and the backcountry trading town of Keowee. European settlers moved into the area in the 1700's and started small family farms. Several battles and skirmishes happened here also. These battles were between Native Americans and the settlers and the British and the Patriots. Native Americans, settlers, soldiers, and slaves all left behind objects that archaeologists continue to find here at Ninety Six National Historic Site.

Photographs and maps of five of our excavation sites are displayed on our archeology exhibit in the museum. Many of the items found by archeologists at Ninety Six are also displayed in this room. Artifacts displayed on the gold cloth were found here. Native American trade items from the time of Robert Gouedy's trading post include pottery shards, brass pins, and a thimble. Artifacts from early settlers include clay pipes, many bone buttons, handmade bricks, and a slave made bowl. A stirrup and lead musket balls were excavated at Ninety Six that date back to the time of the Cherokee War. The soldiers that fought during the twenty eight day siege of 1781 left behind many of their possessions. In our display case are many of their buttons, badges, swords, along with several cannon and musket balls found during excavations conducted on our site.

Now it is your turn to dig for artifacts. Each group will have a tub filled with sand, tools, and artifacts for you to find and identify. Work together with your group to dig, sift, and find hidden objects. Please keep all sand in the box. Use your checklist to keep track of your finds. When you have found all of the items on the checklist, complete the rest of the form together. Hide all the artifacts back in the sand and place the tools on top of the sand before replacing the cover.

Archaeology Checklist

Names _____

Use your tools to sift through the sand to find the following artifacts. Record the number of each artifact you find. Remember to take your time and keep your area clean. When done, hide all of the artifacts in the sand, place the tools on top of the sand, and cover your box.

Bone buttons _____

White and blue beads _____

1776 Dollar coin _____

Wooden spoon _____

Tin candle pan _____

Wooden buttons _____

Arrowheads _____

Which artifacts do you still use today? How are they any different than modern items?

Which artifacts do you not still use today? Why not?

American Flag Folding

At Ninety Six National Historic Site the American flag is raised first thing in the morning and lowered at closing each day. Display of the American flag is governed by the United States Flag Code. This law helps ensure that our flag will be treated with the respect due the flag of a great nation. The following are some of the rules everyone should observe with our country's flag:

- The flag is to be hoisted briskly and lowered slowly with dignity.
- Most flags fly during the day and a flag should be illuminated if it is to fly at night.
- The flag should never be allowed to touch anything beneath it.
- Never use the flag as a cover or place anything on top of it.
- No disrespect of any kind should be shown to the flag of the United States. It should be kept clean.
- When a flag is worn out or damaged, it should be burned in a dignified manner.
- The American flag is flown at half-staff to honor and respect for someone who has died.
- At Ninety Six, rangers salute the flag after hoisting and before lowering.

When the American flag at Ninety Six is lowered each night park rangers fold it following the traditional method:

The traditional method of folding the flag is as follows:

To begin, with one person at either end, hold the flag waist high so that its surface is parallel to the ground.

1. Straighten out the flag to full length and fold lengthwise once.
2. Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view.
3. A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.
4. The outer point is then turned inward, parallel with the open edge, to form a second triangle.
5. The diagonal or triangular folding is continued toward the blue union until the end is reached, with only the blue showing and the form being that of a three-corned hat.

When the flag is completely folded, only a triangular blue field of stars should be visible. If a hem protrudes beyond the blue field, it should be neatly tucked inside the folds of the flag so that it does not show.

Now it is your turn to practice folding the American flag in the traditional manner. Our park ranger will demonstrate how to correctly fold a flag. Then you will need one partner

to help you fold a flag. Remember to treat our flag with respect and never let it touch the ground at any time. Practice one time at each end of the flag. If you start as the folder, next time you can be the person who holds the blue field of stars as your partner folds the flag towards you. When done, carefully return your folded flag to the park ranger.

After the students have returned all the flags folded, the class may want to repeat the Pledge of Allegiance together around the flag pole.

“I Pledge Allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, Indivisible, with Liberty and Justice for all.”

Post-Visit Activities

1. After you return to your school, reflect on your visit to Ninety Six National Historic Site. Think about your favorite part of the trip. Was it the walking tour that took you past two forts, a village, and the jail site? Did you enjoy the movie or the museum best? Or maybe you liked visiting the log cabin set up as the Black Swan Tavern. Write at least one paragraph about your trip. Include details about your favorite part. When you are done, make an illustration to go along with your paragraph.

2. Write a thank you letter to the ranger who you met at the site. Tell about your visit and what you liked about your field trip. You may want to add an illustration to your letter. The correct address to use is :

Ninety Six National Historic Site
1103 Highway 248 S
Ninety Six, SC 29666

3. If you interviewed a ranger during your field trip, use the information you gathered to write a final copy of your interview. Share your interview with the class. Compile all the interviews together with all your paragraphs about your favorite part of your visit into a class newspaper. Print your newspaper and pass it out to another class or post the articles as a bulletin board.
4. If you were able to take photographs of Ninety Six National Historic Site during your visit, put these together with a partner to make a PowerPoint or PhotoStory version of your field trip.
5. Create a flipbook about Ninety Six. You may want to include sections for the stockade fort, the Star Fort, the log cabin, the museum, the movie, or the walking trail.
6. Write a speech from the point of view of either a Patriot or a Loyalist. Which side would you have sworn your loyalty to during the time of the American Revolution. Include the reasons for your decision. Share with your class.
7. Use a flow map to list the sequence of events of May and June 1781.
8. Draw a map of an imaginary colonial settlement. Label houses, barns, a jail, a courthouse, and any other buildings you wish to add to your settlement.
9. Write a paragraph about how the Loyalist families would have started over after the town of Ninety Six was burned by the British in 1781.
10. List three ways settlers changed South Carolina.

11. Write three questions and answers about the 1781 battle of Ninety Six. Ask a partner your questions.
12. Read a biography of an American Revolutionary War hero. Illustrate any segment of their life, make a timeline of their life, or write a summary of their biography.
13. Work with your class to paint or draw a mural of the siege of Ninety Six.
14. Build a model of a log cabin.
15. Write a poem about the battles of Ninety Six or colonial life in the Backcountry of South Carolina during the 1700's.
16. Make an online crossword puzzle or word search of terms about the war or the Ninety Six site to share with your class.

Pre-Visit Vocabulary

Apron - a fabric garment worn over clothes to keep them clean.

Backcountry - rural area with few inhabitants, the northwest corner of South Carolina during colonial times.

Barter - a direct trade of goods or services.

Breeches – pants which could be knee length or ankle length.

Cap - close-fitting covering for the head, usually made of soft material.

Citizen - a member of a political society who has obligations to and is entitled to protection by and from the government.

Citizenship - the status of being a member of a state; one who owes allegiance to the government and is entitled to its protection and to political rights.

Colonist - inhabitant of a colony.

Community - a group of people living in the same locality.

Continental - a soldier in the American army during the American Revolution.

Culture - learned behavior of people, which includes languages, belief systems, and social relationships.

Currency - coins and paper money.

Democracy - a form of government in which political control is exercised by all the people, either directly or indirectly through their elected representatives.

Flax - a plant used to make linen.

Ford - a place where the ground is higher in order to cross through a river.

Garters - cloth or leather used to hold up stockings.

Gown - an outer layer dress worn over a petticoat.

Haversack - cloth bag to carry personal items, used only by soldiers.

Homespun - coarse, woolen cloth.

Interdependence - people relying on each other in different places or in the same place for ideas, goods, and services.

Immigrant - person who moves to a new country.

Kerchief - scarf worn on the nape and shoulders by women and girls, also known as a modesty piece.

Linen - cloth woven from fibers of the flax plant.

Loyalist - a colonist loyal to Great Britain during the American Revolution, also known as a Tory.

Map - a graphic representation of a portion of Earth that is usually drawn to scale on a flat surface.

Militia - volunteer citizen soldiers, not part of the regular army, had little military training.

Moccasin - leather shoe worn by Native Americans and colonial people on the frontier.

Monarchy - government in which political power is exercised by a single ruler under the claim of divine or hereditary right.

Nation-state - a political unit that claims sovereignty over a defined territory and jurisdiction over everyone in it.

Patriot - colonist who supports independence during the American Revolutionary War, also known as a Whig or Rebel.

Petticoat - a woman's skirt.

Region - an area with one or more common characteristics or features that give it a measure of homogeneity and make it different from surrounding areas.

Regular - trained professional soldier, British and American Continentals.

Representative government - form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Resources - an aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value.

Rule of law - the principle that every member of a society, even a ruler, must follow the law.

Shift - a woman's undergarment, a slip worn as the undermost layer of clothes. Also sleepwear.

Shirt - a garment for the upper part of the body, typically having a collar, sleeves, and a front opening for men.

Short Gown - a garment for the upper part of the body with sleeves and an opening that would be pinned closed.

Siege - a military blockade of a fort or town.

Stays - a corset, a stiffened, laced foundation garment, worn by women, that usually extends from below the chest to the hips, which provides support for the spine and stomach.

Stockings - long socks.

Waistcoat - a vest worn by boys and men, often under another layer, such as a frock coat.